

" أثر برنامج مقترح بالألعاب الحركية في تنمية الإدراك الحسي الحركي لتلاميذ السنة الأولى ابتدائي بسن (6-7) سنوات "
- دراسة تجريبية على تلاميذ السنة الأولى ابتدائي بولاية باتنة -

Effets d'un programme de jeux moteurs sur le développement de la perception sensori-motrice chez des élèves du niveau fondamental (âge: 6-7 ans) -étude expérimentale dans la wilaya de batna-

"The effect of a proposed program of motor games in the development of sensory perception of the movement of first-year students at the beginning of the age (6-7) years"
- A pilot study on the first year pupils in Batna -

<p>الهاتف : 0555 59 19 98 البريد الالكتروني : younestaps1@gmail.com</p>	<p>المؤلف (1) أ- أحمد عماد الدين يونس الجامعة : المسيلة مخبر الانتماء: برامج الانشطة البدنية والرياضية المكيبة</p>
<p>معلومات المقال : - تاريخ الاستلام : 2018/01/17 تاريخ المراجعة : 2018/04/29 - تاريخ قبول النشر : 2018/05/09</p>	<p>Abstract: Cognition is one of the keys to learning and its effective means. Effective learning requires an effective awareness of the stimuli received by the learner, and we note that children lacking cognitive development will exhibit failure and inability to achieve competencies in aspects such as reading, spelling and writing. Psychologists and those interested in child development agree The importance of kinetic experiences as an important source in the cognitive development of children and play is educational (pedagogy) through which children recognize their ability to be aware of feelings, and test the world around them, and they can acquire a correct view of things and Aqatha and its importance for this study, this came to know the impact of kinetic games in the cognitive abilities of motor development when students first year of primary school through A proposed program to be applied to them.</p>
<p>Key words : Sensory perception – Kinetic; Kinetic Games ; Motion Program; Middle childhood</p>	

mots clés :

- Programme motrice Perception sensorielle motrice Jeux cinétiques L'enfance moyenne

Résumé :

La perception constitue l'un des facteurs clés de l'apprentissage et son moyen le plus efficient, car l'apprentissage efficace exige un niveau de perception optimale aux stimuli reçus par l'apprenant. Il est à signaler que les enfants avec faible potentiel de croissance perceptive et motrice vont manquer de leur capacité à réaliser des compétences en matière de lecture et d'écriture. De ce fait, les psychologues et les spécialistes du développement de la croissance sont d'accord sur le fait que l'expérience motrice de l'enfant constitue une ressource importante dans le développement perceptif de l'enfant. Ainsi, le jeu constitue un outil éducatif et pédagogique où les enfants vont pouvoir sentir des qualités de perception consciente de leur sentiments, de découvrir leur environnement et aussi d'acquérir une vision exacte des choses et les liens entre les différents éléments de l'environnement. A partir de là, cette étude a pris naissance afin de connaître l'influence des jeux moteurs dans le développement des qualités sensori-perceptives chez des enfants de première année fondamentale, à travers un programme proposé de jeux moteurs qui a été appliqué sur le groupe expérimentale, tandis que le groupe témoin pratique son programme habituel. Enfin, l'étude a permis de valider les hypothèses émises et l'efficacité du programme appliqué.

Introduction:

Since the early childhood, the child's perceptions, perceptions and feelings grow through the movement of his body, because the child's body is the physical or tangible framework or construction of the meaning of existence in its philosophical and philosophical context. The child's relationship itself is a complex process that goes through several stages until it unites. The relationship of the child to his body, and as long as the body works through movement, the body and movement are essential communication tools with the soul. (Afaf Othman Osman, 2011, 12)

A number of researchers and experts in the field of sports stressed the importance of playing games, including sports, for their effectiveness in improving the abilities of students. They stressed that they act as a means of physical growth and development of sensory-motor abilities, as well as the development of basic movements and acquisition of motor skills. Between sensory-motor abilities and the speed of learning and performance of motor and cognitive skills. (Mustafa Al-Sayeh Muhammad, 2007, 17)

Thus, when pupils have good cognitive skills, this means the growth of the nervous system, which reflects the different aspects and serves as an indicator and a child that is ready for the learning process.

First: The general framework of the study:

1. Problematic study:

There are many scientific references and researches that are dominated by the belief that kinetic sensory experiences in childhood have a significant impact on mental development later and there

are many opinions that support this belief, including the psychologist Piaget Piaget "that the child's primary knowledge is the movement, The brain is not mature enough to allow for complex mental processes. Playing and motor activities allow the child to explore the world around him, through which he understands concepts, meanings, symbols and relationships, and forms the basis for contact with peers and play groups. " (Afaf Othman Mustafa, 2011,6)

Leon Yarrow emphasized that motor sensory experiences make children in an appropriate state of attention and increase their response to their surroundings and increase their ability to perceive and learn (Yarrow Leon, 1975,p88)

Children play more of their playing time, and play matches the nature of growth in the early years because it is the stage of motor activity, and then the number of types of toys progress in age until puberty, and noted that nursery games and kindergartens are diverse such as acting games and playing with cubes, water, clay, painting and music, Primary school stage Children are more interested in physically active games than in games of a mental or aesthetic type (Afaf Osman Osman, 2011, 34).

Playing is a natural and fun phenomenon that has important psychological and social dimensions The role of children in the roles of adults, while Weber pointed to the spread throughout human history, and both emphasized the concept of playing as a set of goals more driven by the sense (Mustafa Al-Sayeh Muhammad, 2007, 12)

Through our simple experience, and our observations in the field of physical education in schools, we noticed that most primary school teachers who teach the share of physical education and sports suffer from a great lack of composition in this field, and this provision is due to several confirmations remains the most important for us is the study of the researcher During the academic year 2007/2008, on the justification of not teaching physical education and sports in primary education by the holders of the certificate of competence. According to the presentation, the researcher faces the folloing problem which is :

Does a proposed program of motor games lead to the development of a sense of kinetics for first-year students beginning with the age of 6-7 years?

Which leads to the following partial questions :

1. Are there statistically significant differences between the mean and post-experimental measures of the experimental group in sensory-motor cognition among first-year students at the age of 6-7 years?
2. Are there statistically significant differences between the mean of the two dimensions of the experimental group and the control group in the sensory-motor cognition of first-year students at the age of 6-7 years?

2/Objectives of the study :

This research aims at identifying the effect of the proposed program on a series of small motor games on the development of cognitive perception in the first year primary students.

Building and designing a dynamic program based on scientific and methodological basis based on motor and small games, which works to develop the various aspects of cognitive perception in the primary school children aged 6-7 years.

3/ the importance of studying :

Cognitive play is of great importance in the development of the child's personality in all its aspects, through which the child learns many mathematical concepts such as congruence, sequencing and assembly, develops visual synergy as well as sensory and motor synergies, trains the child's senses and increases his ability to use them, It also contributes to the preparation of the child for mental processes such as analysis, installation, attention, memory and exploration, and works to coordinate and organize the movements and increase the ability to maintain parallel .

4/Study Hypotheses:

- The main hypothesis:

Following the proposed program with motor games improves the visual perception of first-year students beginning with 6-7 years of age.

- Partial hypotheses:

1. There are statistically significant differences between the averages of the tribal and remote measures of the experimental group in the sense-motor perception of the first year students on the Hayud scale and for the benefit of the post-test.
2. There are statistically significant differences between the post-measurement mean and the control group of the first-year students on the Hayud scale and for the experimental group.

5/. Key words in the study:

5.1. Sensory perception - Kinetic:

Sensory perception is a mental process that precedes any movement. It is the formation of a clear image in the brain which is the correct position of the movement. It develops through the repetition, experience, experience, personality and efficiency of the individual. , 199)

Hussein 1998 defined him as: "The stimulation of sensory organs in the muscles, nerves and joints provides the brain with information and what parts of the body must do when performing any skill." (Sejalaa Faiq Haabim al-Baghdadi, 2005, 9)

The procedure is defined as: "is to obtain the highest degree of sensory-kinesthetic tests in the light of the Hayud test items, which includes six (06) dimensions.

5/2 Kinetic Games:

Are "those games that lead to the development of various physical organs and to test the extent to which they perform their functions and to discover the evolution of their growth, both in shape and size, or weight" (Hanoura and Abbas, 1996, 57).

"They are those games that activate the various body organs and work to develop psychosocial abilities as well as physical and motor abilities. It also develops in the child all mental and mental

abilities such as intelligence, thinking, analysis, computation and calculation processes, Size, weight, color, dimension, etc. "

5/3 Motion Program:

This area of kindergarten curriculum and primary school, which meet the needs of this age range, using the various dynamic performance. (Amin Anwar al-Khuli, Osama Kamel Rateb, 1982, 44).

It is defined as a procedure: "sports activities, motor activities and small games chosen by the researcher to be applied to the sample members (children aged 6-7 years) by the research group and with the help of the teacher."

5/4 Middle childhood:

This stage starts from the age of 6-9 years and is designated by a number of researchers in the first primary stage, where the child enters the primary school stage either directly from the home or moving from a nursery or kindergartens, and at this stage widen the mental and cognitive prospects of the child and learn academic skills He also learns the physical skills needed for games and the colors of normal activity. (Sami Mohammed Melhem, 2004, 264)

It is known as a procedure: It is the appropriate age for the nature of the study and the tool used in the research, ie children aged 6-7 years, which corresponds to the first year of primary education, which is the first contact of most students in school.

Second: Theoretical background and previous studies:

1. Theoretical background:

1.1. Cognitive perception:

Cognition is one of the keys to learning and its effective means, because effective learning requires an effective awareness of the stimuli received by the learner, giving them value and meaning, so that they can be retrieved in the future (Adnan Yousef Al-Atoum, 2004, 113)-

In this regard, Medin & Ross (2006) pointed out that the matter must be determined. When determined, we will be able to access the central part of the knowledge associated with mutual interaction with that object. For example, it may be important to know whether the extended object is a piece of Rope or snake, because the information we receive from the senses is stored in the brain, and is retrieved in various forms depending on the methods of knowledge acquisition, collection, preservation and conversion based on brain phasing (Douglas Medin, Brian Ross, 2006, 127).

Cognitive theory has focused on both the cognitive environment and cognition. Knowledge is a term that refers to cognition and understanding, and includes conscious cognitive processes (Abd al-Ghaffar Abdul-Jabbar al-Qaisi, Sawwan Hassan Ghali al-Dulaimi, 2009, 40). Because man needs to use his mental processes in proportion to the magnitude of the developments and problems faced in his changing society, so Perception is one of these mental processes. Cognition is seen as the integration of sensations with object perceptions. And how these perceptions are then used to travel around the conscious world (R.L. Atkinson, 1993, 116)

1.2. Kevart's theory of motor cognition (cognitive motor abilities):

Kivart believes that the quality of cognitive and cognitive processes depends on the quality of the child's developmental development. The child must develop the sense of self and the environment in a temporal-spatial context and acquire the competence and knowledge of the outside world, its symbols and concepts. The vacuum in the child's environment is not of absolute value if the child does not develop awareness of this vacuum, The relationship between objects and their location from this space, also through the movement and the child's attempt to maintain an erection against the impact of gravity, the child develops a sense of horizontal and vertical directions, and through his kinetic experiments and the process of cognitive - Horizontal and vertical within and between things, and as such the child develops an internal reference system that is established It is based on a number of cognitive-motor abilities: (Amin Anwar al-Khawli, Osama Kamel Rateb, 2016, 144-145)

1.3. Barrett Model of Cognitive Components:

Psychologists and those interested in child development agree on the importance of kinetic experiences as an important source of cognitive development for the child. He is aware of the interrelationships in his surrounding world, and there are recent studies that make visual specialists believe that a child's lack of motor compatibility increases vision problems.

As many psychologists see that the skills and movements that make the child lead the movements of harmony and synergy between the eye, the body (feet hands) help in the direction of the vacuum equivalent: balance of textures and understanding of the child's body image and the basis of each learning.

Many children of this age do not achieve this growth. As a result, they attend school without sufficient capacity to participate in learning. The child's inefficiency in motor cognition is a negative aspect, a barrier that prevents the child from learning how to read, write and spell. Of the experiences of frustration, and thus lose interest and passion in school and reflected in the behavior of social

inappropriate and often seen as common among students in primary school. (Amin Anwar al-Khouli, Osama

Kamel R ateb,2016,147,148)

1.4. Play in the child's life:

The tendency to play is innate in every natural child. The tendency towards movement is the most extreme of the child's innate tendencies, and he kept it in its various stages of development. The Prophet (peace and blessings of Allaah be upon him) fondled the children and encouraged them and improved their playing.

Plato is one of the first to mention the relationship between play and work. "Do not train children with coarseness or strength but direct them to work by entertaining their minds and thus become more able to detect it very carefully." In his famous book, The early role played in all the colors of the game, because if they are not surrounded by such an environment they will not become good citizens at the old age (Khairuddin Aweys, 1997, p. 10) . **Jean-Jacques Rousseau** also called for giving children great freedom to play and play faith in nature. **Maria Montessori** also advocated the importance of giving children wide freedom in their movement and games. **Herbert Spencer**

considered playing the origin of art as one of the oldest forms of culture. , And that the manifestations of innovation were closely linked to play. (Afif Othman Osman, 2011, 29)

1.5. Educational importance of play:

Frédic Erbel , **Jean Piaget** and **Bastalotzzi** have pointed to the importance of play for a child as the child learns, develops and develops his or her thinking and personality through movement. The game and the movement are the child's life. The game provides the child with the ability to control and control the surrounding objects that he recognizes through play. (Ibtahaj Mahmoud Tolba, 2014, 93)

Piaget's theory of play is linked to stages of growth. Each stage of growth has its own games, and the types of games differ from one society to another. **Piaget** considers play to be a measure of the child's development and development.

Sigmund Freud assumes that human behavior is determined by the pleasure or pain that accompanies it. As the child tends to seek experiences, seeking pleasure and pleasure, the child attempts to create a world of imagination in which he experiences his pleasure and pleasure without the intervention of others. **Frued** playing plays a function in which to relieve tension and emotions resulting from inability to fulfill desires. (Khairuddin Aweys, 1997, 14)

1.6. Islam and toys:

Islam looks positively at the children's play so that Islam commands that the child be allowed to play. The Prophet (peace and blessings of Allaah be upon him) narrates the Prophet (peace and blessings of Allaah be upon him) and their seven companions and seven of them and their companions to seven. The life of the rest of the imams of Islam also shows us that they left the children playing but were also playing them. (Ryan Salim Bedair, Ammar Salem Al-Khazraji, 2008, 30)

We find that **Abwa Hamed al-Ghazali** in his book revival says: "It should be authorized after the departure of the book to play a beautiful game resting from the fatigue of the office so as not to play tired, preventing the boy from playing and tired to learn always die his heart and intelligence and sneeze it Live until he asks for the trick of salvation from him." (Abwa Hamed al-Ghazali, 2004, 123)

2. Previous studies:

First Study:

A study entitled "Effect of the effectiveness of a proposed locomotive training program in the development of some cognitive abilities for pre-school children at the age of 4-5 years. This is a study for students: **Mohammed Khader Asmar**, **Qutaiba Zaki**, University of Mosul, published in 2004, and the goal of research in the disclosure of the following:

1. Effect of the effectiveness of a proposed training program in the development of some cognitive abilities (sense-kinetics) for pre-school children.
2. Differences between the two groups of research in some cognitive abilities (sense-kinetics) in the pre-school and post-school preschools.

The sample of the study was composed of children of Kindergarten in Ninawa Governorate for the academic year 2002-2003 (40) children and girls, divided into two equal groups, one experimental and the other an officer and the number of (20) children and girls for each group.

The researchers used the Dayton scale for sensory perception of children as a research tool. A proposed locomotor training program was developed to develop cognitive abilities for a period of 6 weeks with 4 units per week and 20 minutes per unit.

The researchers concluded the following:

1. The proposed locomotor training program has a positive and effective effect on the development of some cognitive abilities (sensory-kinetics) of pre-school children.
2. There are significant differences between the two research groups in some cognitive abilities (sense-kinetics) in the tribal and post-test and for the benefit of the post-test.

The second study:

A study conducted by the Faculty of Physical Education at Mosul University in Iraq, published in 2004, aims to reveal the impact of mental training. The research community included the third stage students in the Faculty of Physical Education, Mosul University. The sample was randomized to 28 students from the original community. Divide them To two groups, one experimental and the other an officer. Thus, the percentage of the research sample reached 22% of the original society. It was concluded that mental training has a direct impact on the development of

Third Study:

The impact of the use of popular games in the development of sensory perception - the movement of the first-grade students in the lesson of physical education "was conducted at the Faculty of Basic Education, University of Diyala Iraq, the physical education has developed significantly using different teaching methods, but there are some methods not addressed many Of the specialists are the use of popular games as a way to take the lesson of physical education as a game selected to suit the capabilities and capabilities of students and do not need the tools and high possibilities to develop the perception - kinetic as these games to me T just fun and investing time, but games are contributing to the compatibility of muscle development, a nervous origin in the observation and perception, they are not It is not the basis for education processes but rather the way to improve motor behavior. The researcher used the experimental method and used the Hayud test to measure the sensory-motor perception. The results showed superiority in favor of the experimental group on the control group, which means: The popular games play a major role in the development of sense perception - kinetic as compared to traditional sports.

Third: Field Action:

1.Methodology:

We conducted this study by comparing the tribal measurements with the experimental group and the remote control measurements of the visual perception abilities, and based on the experimental design of the equal group approach using the appropriate tribal and remote measurement for the current research.

2. Study Sample:

Based on the purpose of the research and based on the nature of the experimental research approach, which depends on the application of a proposed 12-point dynamic program and the need

to collect the sample elements in all these classes, which necessitated reliance on the intended sample, and the choice

of primary school **Abdelhamid Bouakaz**, The first group represents the experimental group and the second represents the control group with 15 students in each group. We observed the homogeneity of the study sample in the following points: height, weight, chronological age, mental age, multiple intelligences.

2.1. Sample Characteristics:

Table No. 01:

N°:	Variables	Arithmetic mean	Mediator	The vein	sprains
1	Length in cm	120.47	120	120	0.14
2	Weight in kg	21,26	21	20	0.96
3	The chronological age by months	78.06	76	75	0.49
4	Mental age (by months)	96.40	99	99	0.50
5	Multipie intelligences	46.79	44.49	35.69	0.94

The values shown in this table indicate that the sample is homogeneous in weight, height, age, mental age, age, and multiple intelligences, since the torsion coefficient is less than 3, and the arithmetic and intermediate mean values are very similar.

2.2. Equal control and experimental groups:

Table 02: Equivalence of the control and experimental groups in the tribal test

N°	The variables	The experimental group		The control group		T CALCULATED	T TABLE	Significante
		±E	M-	±E	M-			
1	Visual perception (constant size of objects, place and time).	4.00	1.07	4.40	1.35	0.88	1.701	Not significant
2	Visual perception (total and partial perception)	2.87	0.83	2.6	0.83	0.87		Not significant
3	Sensory perception (identification of parts of the human body).	3.60	1.91	3.80	2.14	1.66		Not significant
4	Sensory perception (differentiation between the left and right parts of the body)	2.33	1.30	2.93	1.03	1.71		MORAL
5	Sensory perception	1.2	0.41	1.07	0.27	1.06		Not

	(balance).						significant
6	Audio recognition (location).	2.6	1.84	2.67	1.23	0.17	Not significant
	Total items	17.4 7	3.58	18.68	3.92	0.78	Not significant

The table shows the parity of the experimental and control groups in sensory-motor abilities by testing (T) in all variables because the value of (t) calculated for most variables (6/7) is less than (T) Indicating that there were no statistically significant differences between the two groups in the variables.

3. Data collection tools:

a . Hayud Scale of Sensory Sense:

A scale designed for children aged (5-7) years used for the first time on the environment of Saudi Arabia (Mustafa) in 1998, and codified (Mufti) in 2000, the Iraqi environment exclusively Nineveh province, (kindergarten wind) and obtained the parameters of stability of 85%, Cognitive cognitive abilities in children aged (5-7) years.

Scientific conditions of the scale used:

This measurement was calculated by applying and re-applying the test. In the light of this, the first test was performed on the exploratory sample and then re-applied for the second time after (15) days, taking into account the stabilization of all the conditions in which the first test was performed. The coefficient of test stability was calculated by means of the Yerson correlation law and after the treatment of the results statistically, the scale used in the research has a high degree of stability and from the obtained results, the self-honesty of the high test was obtained and is shown in the following table:

Table 03: Reliability and stability coefficients of the Hayud test for kinetics of sensory perception

Items	SCIENTIFIC TRANSACTIONS	STABILITY COEFFICIENT	SELF HONESTY COEFFICIENT
	TEST ITEMS		
1	Visual perception (constant size of objects, place and time).	0.83	0.91
2	Visual perception (total and partial perception)	0.87	0.93
3	Sensory perception (identification of parts of the human body).	0.82	0.905
4	Sensory perception (differentiation between the left and right parts of the body)	0.85	0.92
5	Sensory perception (balance).	0.81	0.90
6	Audio recognition (location).	0.85	0.92
	Total items	0.83	0.91

B. Proposed Motion Program:

The program was designed based on motor games and small games with 12 shares and the objectives of quotas were considered to match the various aspects of sensory perception of

movement measured by the Hayud test, for development and development in the child and was implemented over two and a half months, a share to two lots each week.

4. Statistical Processing Methods:

After collecting and tabulating the data, the statistical file was used by calculating the following:

- Arithmetic mean, standard deviation, T-TEST test, Pearson correlation coefficient, torsion (normal distribution of sample members), median, variance

Fourth: Results of the study:

1. Presentation and analysis of the results of the hypotheses of the study:

1.1. Results of the first hypothesis:

Table No. 04: Significance of Differences between Tribal and Remote Measures of the Experimental Group

Items	The variables	TRIBAL MEASUREMENT		TELEMETRY		T CALCULATED	T TABLE	significante
		±E	M-	±E	M-			
1	Visual perception (constant size of objects, place and time).	4.00	1.07	5.93	0.26	7.25	1.76	MORAL
2	Visual perception (total and partial perception)	2.87	0.83	4.6	1.24	4.13		MORAL
3	Sensory perception (identification of parts of the human body).	3.60	1.91	10.53	1.24	10.21	1.76	MORAL
4	Sensory perception (differentiation between the left and right parts of the body)	2.33	1.30	4.87	0.35	7.54		MORAL
5	Sensory perception (balance).	1.2	0.41	1.8	0.41	4.58		MORAL
6	Audio recognition (location).	2.6	1.84	4.8	0.41	4.90		MORAL
	Total items	17.47	3.58	32.47	1.59	18.78		MORAL

The table shows that the values calculated using the T test for the interrelated groups ranged from 4.13 to 18.78 and by detecting the tabular T value at a mean of 0.05 for a single end test and a free degree of 14 was 1.76.

There are statistically significant differences between the pre-test and post-experimental tests of all Hayud test items, sensory-motor perception abilities and the post-test benefit, because all values of "T" For the post-test of all test items is greater than the "X" values of the test.

1.2. Results of the second hypothesis:

Table 05: Significance of Differences between Post-Standard Measurements of the Pilot Group and the Control Group

Items	The variables	The experimental group		The control group		T CALCULATED	T TABLE	significance
		±E	M-	±E	M-			
1	Visual perception (constant size of objects, place and time).	5.93	0.25	4.33	1.29	4.71	1.701	MORAL
2	Visual perception (total and partial perception)	4.6	1.24	2.8	0.67	4.93		MORAL
3	Sensory perception (identification of parts of the human body).	10.53	1.24	4.8	1.47	11.51		MORAL
4	Sensory perception (differentiation between the left and right parts of the body)	4.87	0.35	3.2	1.08	5.76		MORAL
5	Sensory perception (balance).	1.8	0.41	1.07	0.25	5.82		MORAL
6	Audio recognition (location).	4.8	0.41	2.73	1.38	5.53		MORAL
	Total items	32.47	1.60	19.00	3.18	14.64		MORAL

It is clear from the table that the values calculated using the T test for the interrelated groups ranged from 4.71 to 14.46 and by the detection of the tabular T value at a level of 0.05 for a single end test and a free degree of 28 was 1.701.

Since all the values of T calculated for all test items are larger than the T value, there are statistically significant differences between the two groups between the mean of the two dimensions of the experimental and control groups in the sense-motor and for the experimental group, Because all the values of the "X" for the post-test of the experimental sample for all test items are greater than the "X" values for the post-test of the control sample.

2. Discussion of the study results: The results of the first hypothesis show that there is an improvement in the general level of the experimental sample in all cognitive sense items. It can be attributed to the fact that the proposed motor program, which depends primarily on small games, This improvement, because of its characteristics in line with the specificities of the child of this stage, especially its motivational and recreational, as these games form a mediator between sport

and play, allowing the teacher to develop the sensory perception of the movement of his students, the same as the study of **Mohammed Khader Asmar** and others.

The results of the second hypothesis, through Table 6, show that there is also an improvement in the overall level of the experimental sample in sense-motor perception and stability at the control sample level,

This is also due to the proposed motor program applied to the experimental sample and consistency in the control sample level on which the program was not applied. We understand from this that the small games have positive results on the experimental sample, which confirms the validity of the study hypotheses.

From this we conclude that the proposed locomotor program works to develop and improve the cognitive perception abilities of children aged 6-7 years and achieve the general hypothesis which is in line with the findings of **Majida Hamid Kambash**.

3. Conclusions:

Through this study we reached the following conclusions:

- 1 Use of a small-scale exercise program in the physical education lesson plans to develop and improve the cognitive-motor abilities of first-year primary students.
2. The good organization of the games and the use of simple tools have had a role in the success and implementation of the teaching plans and reflects the development of cognitive abilities - motor.
3. The usual teaching plans currently used in the primary school for the first year do not meet the objectives required for their weak effectiveness in developing sensory-motor abilities or that teachers who are authorized to teach them are not qualified for this.

References and sources:

Arabic References:

1. Ibtihaj Mahmoud Tolba, Kinetic Skills of the Kindergarten Child, 3, Dar Al-Masirah Publishing, Distribution and Printing, Amman, Jordan 2014.
2. Abu Hamid al-Ghazali, Revival of the Sciences of Religion, Part 3, Dar Al-Hadith, Cairo, Egypt, 2004.
3. Ahmed Hassan Hanoura, Shafiq Ibrahim Abbas, Pre-school Child Games, II, Al-Falah Library for Publishing and Distribution, Beirut, Lebanon, 1996.
4. Amin Anwar Al-Khouli, Osama Kamel Rateb, Kinetic Education, Arab Thought House, Cairo, Egypt, 1982
5. Amin Anwar Al-Khouli, Osama Kamel Rateb, Kinetic Education of the Child, I 7, Dar Al-Fikr Al-Arabi, Cairo, Egypt, 2016
6. Khairuddin Aweys, play and pre-school child, I 1, Arab Thought House Cairo, Egypt, 1997.
7. Ryan Salim Bedair, Ammar Salem Al-Khazraji, Playing with Children, 1, Dar Al-Hadi for Printing and Publishing, Beirut, Lebanon, 2008.

8. Abdul Ghaffar Abdul-Jabbar Al-Qaisi, Sawsan Hassan Ghali Al-Dulaimi, Perceptual Sensory Cognition of Graduate Students in Post-Secondary Schools, Master Thesis, Faculty of Physical Education Girls, Baghdad University, 2009.
9. Adnan Yousef Al-Atoum, Cognitive Psychology and Applied Theory, Dar Al-Masirah Publishing and Distribution, and Printing, Amman, Jordan, 2004.
10. Afaf Othman Othman Mustafa, Movement is the key to learning, 1, Dar Al Wafa Printing and Publishing, Alexandria, Egypt, 2011
11. Sami Mohamed Melhem, The Psychology of Growth - Human Life Cycle, 1, Dar Al Fikr, Amman, Jordan, 2004.
12. Sajilaa Faiq Hashim Al-Baghdadi, Cognitive Sensory Capacities and Social Skills of First-Grade Students Enrolled and Not Enrolled in Kindergartens, Master Thesis, Faculty of Physical Education for Girls, University of Baghdad, Iraq, 2005.
13. Mostafa El-Sayeh Mohamed, Encyclopedia of Small Games, I 1, Dar Al Wafaa Printing and Publishing, Alexandria, Egypt, 2007.
14. Najah Mehdi Shalash and Akram Mohammed Subhi: Learning the Movement, 2, Dar al-Kut Books, Mosul, Iraq, 2000.

Foreign References:

15. Douglas Medin , Brian Roos, Cognitive Psychology, second edition, 2006.
16. R . L . Atkinson , Introduction to psychology, Mc Graw-Hill, New York, 1993.
17. Yarrow Leon , Infant and environment, early cognitive and motivational development , Washington DC, Homisphere , 1975

ملخص :

يعد الإدراك احد مفاتيح التعلم ووسائله الفعالة، كون التعلم الفعال يتطلب إدراك فعال للمثيرات التي يستقبلها المتعلم، ونشير هنا إلى أن الأطفال ممن تنقصهم نواحي النمو الإدراكي الحركي سوف يُظهرون فشلا وعدم القدرة لتحقيق الكفاءات في جوانب مثل القراءة والهجاء والكتابة، ويتفق علماء النفس والمهتمون بتنمية الطفل على أهمية الخبرات الحركية باعتبارها مصدرا مهما في التنمية الإدراكية للطفل، و اللعب أمر تربوي (بيداغوجي) فمن خلاله يدرك الأطفال قدرتهم على أن يتمتعوا بالإدراك الواعي للمشاعر، واختبار العالم المحيط بهم، ويمكنهم أن يكتسبوا رؤية صحيحة للأشياء وعلاقتها وأهميتها لهذا جاءت هذا الدراسة لمعرفة أثر الألعاب الحركية في تنمية القدرات الإدراكية الحس حركية عند تلاميذ السنة الأولى ابتدائي من خلال برنامج مقترح بالألعاب الحركية والذي تم تطبيقه على المجموعة التجريبية وتركت المجموعة الضابطة للعمل على البرنامج العادي، وتوصلت الدراسة إلى إثبات الفرضيات المقترحة وفعالية البرنامج.

الكلمات المفتاحية: البرنامج الحركي، الألعاب الحركية، الإدراك الحسي الحركي، الطفولة الوسطى.